MARIAN UNIVERSITY

SCHOOL OF EDUCATION

Department of Educational Technology

EDT 655- Developing Grant Proposals Integrating Technology

Action Assignment 6 – The Grant Proposal

Name: Tammy Rhody School & Grade Level: Tremper High School 9-12

Cohort/School District: Kenosha Unified School District (KUSD)

Grant Title: BrainPOP in the Classroom

Grantor: Wells Fargo

Grantor’s url: [https://www.wellsfargo.com/about/charitable/index.html](https://www.wellsfargo.com/about/charitable/index.jhtml)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Requirement | Criteria  Rating Scale: 2= strong 1= average 0= weak | Possible Points | Peer  Reviewer 1 | Peer  Reviewer 2 | Prof  Reviewer 3 |
| Cover Letter or Fitness Action Assignment 5 | Attention-grabbing, pointed out project’s uniqueness, explicitly made vision statement, irrefutably linked proposed project with grantor’s interests; project has a clear fit with the funder’s priorities and parameters; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 | 2 |  |  |
| Abstract or Summary Action Assignment 5 | Coherent, concise and complete description of the project- addressing all of the required elements; showed overall value of the project (the relationship of benefits to costs) is high; unique and innovative; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 | 2 |  |  |
| Statement of Need Action Assignment 1 | demonstrated an urgent need using recent data, case studies, interviews, survey results, media attention, etc. supported statements with references (literature review), correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 | 2 |  |  |
| Goals & Objectives Action Assignment 1 | **S**pecific, **m**easurable, **a**chievable, **r**elevant and **t**ime-bound goals and objectives;  correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 | 2 |  |  |
| Sound Methodologies w/  Technology Integration Action Assignment 1 | Described specific activities and procedures, included who will what, how and when, with corresponding expected outcomes for each activity with innovative use of emerging technologies; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 | 2 |  |  |
| Organizational Credibility Action Assignment 4 | Demonstrated institutional support by stating mission of the organization, history, leadership and programs that relate to the project being proposed; convincingly established the capacity of the organization to undertake the proposed project; attached signed assurances, updated vita of key personnel | 2 | 2 |  |  |
| Evaluation Plan  Action Assignment 3 | Described both formative and summative evaluation to determine if goals and objectives are met; provided information regarding internal or external evaluation; purposefully triangulated data sources; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 | 2 |  |  |
| Dissemination & Replicability Action Assignment 3 | Realistic plan for sharing lessons learned (i.e. publication, replication, blogs); correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 | 2 |  |  |
| Budget & Sustainability Action Assignment 2 | Showed budget in table form with other sources of funding, both cash and in-kind; included narrative to demonstrate how the project will continue after the grant has run out; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 | 2 |  |  |
| Other Considerations- Overall Presentation, Attachments;  Action Assignment 6 | Complete, accurate and relevant References and Appendix as required by grantor; current cited sources (within the last 5 years); The overall value of the project (the relationship of benefits to costs) is high; Submitted clean final copy in one Word document on or before due date, professional and scholarly writing, easy to understand, well-organized, flows logically, visual presentation is effective; helpful graphics/charts/tables, (pursuant to funder preferences); the proposal is neat and orderly; correctly and consistently followed grantor’s format and guidelines; no spelling or grammatical errors | 2 | 2 |  |  |
| TOTAL | Decision: 18-20= Accept; 15-7= Resubmit Less than 15= Reject  Note: Points will be deducted from the total for late submission | 20 | 20 |  |  |

Wells Fargo Checklist

|  |  |  |
| --- | --- | --- |
| Criteria | Included | Not Included |
| Background/Purpose |  |  |
| 501(c)(3) Letter |  |  |
| Federal Tax ID Number |  |  |
| Project Budget |  |  |
| Operating Budget |  |  |
| List of Board of Directors |  |  |
| Most Recent Audited Financial Statement |  |  |
| List of Contributors with Amount Received |  |  |

Cover Letter

Tammy Rhody

Kenosha Tremper High School

Kenosha Unified School District

8560 - 26th Avenue

Kenosha, Wisconsin 53143

Dear Wells Fargo Corporate Giving Foundation,

Kenosha Unified School District (KUSD) is among the top five largest school districts in Wisconsin. KUSD serves over 20,000 students at the present time. Tremper High School is apart of KUSD and has an enrollment of over 2,300 students, currently. It is the mission of Kenosha Unified School District to provide each and every student with high quality, personalized learning success. The students and teachers at Tremper High School strive to meet and exceed this goal. The staff at Tremper High School challenges their students to become life-long learners for extended success outside of high school. I am applying for the grant through Wells Fargo to fund BrainPOP in the Classroom.

I am requesting $1,791from the Wells Fargo Corporate Giving Foundation, which is a great fit for this program. This money will be used to obtain a two year subscription for BrainPOP at Tremper High School. BrainPOP creates animated, curriculum-based content that engages students and supports educators with many supplemental learning tools. This teaching tool can be used in whole group learning and small group learning. The students at Tremper High School will be immersed in BrainPOP by watching the videos before and after content is given. Students will also be taking the BrainPOP mini-quizzes after each viewing. Students’ quiz scores will be recorded and analyzed throughout the school community. It is my goal that the math students from Tremper High School are more successful in their math courses as well as on their State Testing. I also want my students to be able to make connection with mathematics on a real-world level, and I think BrainPOP can support that goal.

I am grateful that the Wells Fargo Corporate Giving Foundation recognizes the importance of education as well as the need to reach students through multi-media. I think that Wells Fargo is a great match for this program. If you need any additional information or would like to speak with me in person, please feel free to contact me. I look forward to hearing from you in the following weeks.

Sincerely,

Tammy Rhody

925 Prestwick #1

Waterford, WI 53185

262.492.2361

[tlrhody@kusd.edu](mailto:tlrhody@kusd.edu)

Project Abstract

Applicant: Tammy Rhody, Mathematics Teacher in the Kenosha Unified School District

Project Title: BrainPOP in the Classroom

Funding Requested: $1791

Project Description: Gaining knowledge of mathematics through the use of multi-media is the fundamental goal of this program. The students and teachers will work together to use BrainPOP as a venue for learning. Students will watch the BrainPOP video that highlights the material to be covered. After viewing the video, students will take the BrainPOP quiz that coincides with the video. Students’ quiz scores will be recorded for later use. Thanks to the excellent tools Brainpop provides, teachers are able to then teach their lessons, work in groups, conduct discussions, and support home study. After the material is taught students will watch the video for a second time, where they will also be given vocabulary to work on. After the second viewing, students will take the corresponding quiz again, and their results will be recorded. (See attachments for “Record Sheet” and “Algebra Checklist”)

Students and teachers will meet one-on-one to discuss the results of the quiz scores. If needed, they will discuss problem areas and what they need to work on to be successful on the upcoming chapter test.

Teachers will also collaborate with each other to discuss the effectiveness of BrainPOP in the Classroom. Teachers will also brainstorm other possibilities to make this program even better.

Students will have the opportunity to learn material through multi-media, which is a 21st-Century Skill. Also, students will gain an understanding of continuous evaluation, which better prepares them for the real world.

Tremper High School supports this grant and ensures that the project will continue.

Project Length: 2011 – 2013 school years and beyond

People that will benefit from this project: Tremper High School students and parents, Tremper High School Mathematics Department, Tremper High School Technology Department, and Kenosha Community

Narrative on School Information:

The grantor that suited Tremper High School’s need was Wells Fargo Corporate Giving Foundation. Wells Fargo Corporate Giving can be found at <https://www.wellsfargo.com/about/charitable/index.html>. It was not necessary to provide a letter of inquiry to determine eligibility. I have made contact with the Community Support Representative through the Wells Fargo Foundation presenting my need. I am applying for a 2-year subscription for BrainPOP that can help students understand and visualize mathematical concepts through video exploration. BrainPOP offers many different venues for its subscribers to learn and review material.

As a mathematics teacher at Tremper High School, which is apart of the Kenosha Unified School District, I challenge myself, as a teacher, to create different ways of presenting information to my students. With the use of BrainPOP, my goal is to help students visualize information and acquire a real-world application for the material at hand. BrainPOP is a venue that will allow me to better meet the needs of the different learning styles within my classroom.

Tremper High School is committed to the use of technology in the classroom. They have opened the door for many teachers to obtain a Promethean Board for their classroom. Teachers, who were willing and able, attended a weeklong seminar to gain a better understanding on how to use and incorporate the Promethean Board in their classroom. I was able to attend the seminar in the summer of 2011. While I was there, I learned many ways to use this new technology in the classroom. This technology will allow my class to interact with BrainPOP.

As stated below in our mission and vision statements, we want our diverse learners to be successful life-long learners through exploration. We challenge our students to prepare for the real world through intense study and learning success.

School Mission Statement:

The Kenosha Unified School District mission is to assure every child experiences high quality, personalized learning success.

School Vision Statement:

Tremper High School is a comprehensive high school in a diversely supportive and respectful environment that encourages students to succeed in core and elective subjects while developing life skills and experiences through intense study, exploration of personal talents, and a commitment to life-long learning.

I have permission to pursue this grant from my principal as well as the library media specialist. Their letters of support are shown Attachment 1 along with my resume in Attachment 2. My resume is given to show that I am qualified to implement the BrainPOP in the Classroom project.

Attachment 1: Letters of Support

Tammy,

I will support the grant you are applying for through Wells Fargo. I acknowledge there will be a need for money to further the subscription of BrainPOP and am willing to continue to support this program at Tremper High School.

Richard Aiello

Tremper High School Principal

Email:          [raiello@kusd.edu](mailto:trhody@kusd.edu)

Office:         262-359-2200

Web:           [www.kusd.edu](https://webmail.kusd.edu/exchweb/bin/redir.asp?URL=https://webmail.kusd.edu/exchweb/bin/redir.asp?URL=http://www.kusd.edu/)

Twitter:        twitter.com/kusd

Television:  KUSD Channel 20  Kenosha Tremper High School

8560 26th Avenue Kenosha, WI 53143

“Every Child Matters”

Hey Tammy,

I have looked at BrainPOP and it seems pretty cool.  Do you think it would be a resource that all areas would find useful?  I am not able to purchase my online resources until October though--is that ok? This sounds great! The library will support the continuance of this program after the grant from Wells Fargo has concluded.

Lorena Danielson

Tremper High School Library Media Specialist

Email:          [ldanielson@kusd.edu](mailto:trhody@kusd.edu)

Office:         262-359-2200

Web:           [www.kusd.edu](https://webmail.kusd.edu/exchweb/bin/redir.asp?URL=https://webmail.kusd.edu/exchweb/bin/redir.asp?URL=http://www.kusd.edu/)

Twitter:        twitter.com/kusd

Television:  KUSD Channel 20  Kenosha Tremper High School

8560 26th Avenue Kenosha, WI 53143

“Every Child Matters”

# Attachment 2: Resume

# Tammy Rhody

925 Prestwick #1

Waterford, WI. 53185

262-492-2361

[t\_rho44@yahoo.com](mailto:t_rho44@yahoo.com)

Profile

As a teacher, I am committed to reaching students through technology. I am willing to learn new technology in order to take that knowledge and implement it in the classroom to reach the needs of my students. I find it very important to consider the ever-changing needs and interests of my students and because of this I continue to be a life-long learner.

Education

Bachelor of Science in Secondary Education: Major in Mathematics December 2007

Cardinal Stritch University – Milwaukee, WI

GPA: 3.54; Certified Grades 6-12

Teaching Experience

High School Math Teacher – Kenosha, WI 2010 – Present

Tremper High School

Geometry, Algebra 1, Algebra 1A/B, Math Applications, and Math Center

* Plan lessons to fit district goals
* Design daily plans for block scheduling
* Integrate technology into the classroom
  + Smart Board Technologies
  + Promethean Board
* Communicate with teachers, parents, and students about student progress

8th grade Math Teacher – Waterford, WI 2008 – 2010

Fox River Middle School

Math 8 and Algebra 1

* Create math lessons
* Instruct students on 8th grade math curriculum
* Collaborate with a team of teachers about student progress and best practices
* Communicate with parents/guardians about student development
* Integrate technology into the classroom
  + BrainPOP
  + Smart Board Technologies
* Hands-on Banking

Math Clinician – Milwaukee, WI 2008 – End of School Year 2008

Nicolet High School

Math Remediation 9th – 12th Grade Students

* Plan math activities and lessons
* Work directly with students on math assignments
* Collaborate with other teachers about student performance
* Provide remediation on math topics not emphasized in class
* Work with students in small groups

Professional Development

Educational Technology Master Courses (+18 credits)

Math Peer Coaching

Team Teaching

Responsive Classroom (+6 credits)

RtI – Response to Intervention

Student Goal Setting

Book Studies (Marzano, Whitaker, Pollock)

School Walk Abouts

Leadership Opportunities

Junior Varsity Girls Basketball Coach

Volunteer Powder Puff Coach

Freshmen Class Advisor

7th/8th Grade Girls Basketball Coach

7th/8th Track Coach

References

Richard Aiello

[raiello@kusd.edu](mailto:raiello@kusd.edu)

262-359-2200

Deborah King

[dking@kusd.edu](mailto:dking@kusd.edu)

262-942-9284

**Statement of Need:**

First and foremost is the mission statement of George Nelson Tremper High School.

Tremper High School is a comprehensive high school in a diversely supportive and respectful environment that encourages students to succeed in core and elective subjects while developing life skills and experiences through intense study, exploration of personal talents, and a commitment to life-long learning. (George Nelson Tremper High School Website)

It is the goal of Tremper High School to ensure that all students have opportunities to learn and be sucessful. Within the Math Department at Kenosha Tremper High School all teachers are committed to providing the best educational opportunities to its students. The present generation of students are very engaged with technology which impacts how teachers teach as well as how students learn best. With the evolving emphasis on techology there also comes an ever changing student body for Tremper High School. 14.2% of students at Tremper High School have special needs who will be in inclusion classes starting in the fall of 2011. This movement makes it even more necessary to find new ways to meet the needs of all learners. Another key component is the increase in the Hispanic population, which has risen to 14.4% in 2010. Finally, at Tremper High School the students who come from a background which is economically disadvantaged has steadily risen to 32.2% in 2011 (WINSS, 2011). In summary, Tremper High School has many atributes that need to be considered when incorporating technology into the classroom.

Another area to consider is student performance on standardized testing. At Tremper High School, the percentage of students who are proficent or advanced in mathematics is visibly lower than the state level. Tremper High School is, approximately, 3% than the state level (WINSS, 2011). Each year Tremper High School puts a sizeable amount of emphasis on raising test scores. As Tremper High School tries to find new ways to prensent information to the changing student body, teachers must consider all avenues of presentation of new material which includes multimedia.

So with the given information, it is the responsibility of the Tremper High School Mathematics Department to help the students achieve success in mathematics. A vast majority of students are visual learners which means that they “benefit from diagrams, charts, pictures, films, and written directions” (Farwell, 2011). With the needs of students in mind, technology is a great way to engage and motivate students. BrainPOP is a classroom tool that introduces new material or highlights key components of the material. It is a known fact that “including multimedia as part of instruction can significantly enhance student learning” (SEG Research, 2008). BrainPOP is one tool that can enhance student learning.

BrainPOP is based on what is often referred to as the *fundamental multimedia principle*: Information is more effective when presented in words and pictures than words alone (Mayer, 2005). Research has shown that the brain processes information using two channels: visual and auditory. The brain can accommodate more information when it is presented both visually and aurally. By taking advantage of this multimodal processing capability, we can dramatically enhance student learning through multimedia instruction. BrainPOP is a multimedia learning application that delivers instructional content using multiple modes. These include presenting visual and auditory information, which students can then use to construct knowledge. (SEG Research, 2009)

**Goals and Objectives:**

The students of Tremper High School will become proficient in mathematics on the WKCE Test using BrainPOP as a channel to learn and maintain knowledge. 75% or higher of Tremper High School students will test proficient and/or advanced on the WKCE Mathematics portion by 2012. The students will be watching, observing, listening, and applying material from BrainPOP videos to help support their growth in mathematics. Students will be able to make connections between mathematics and real-world concepts to help prepare them for life beyond high school as well as aid in acquiring 21st Century Skills.

**Activities and Outcomes:**

Students will watch videos that coincide with the curriculum. Following the videos, the students will take the video quiz from the given information. Then students will grade their quizzes. After the material is taught and reviewed, students will view the video again and take the quiz again. Teachers and students will review the results of each quiz and come up with ways for the students to achieve and/or maintain success-using BrainPOP.

From the use of BrainPOP as well as other educational tools, state test scores should show an increase from the use of multimedia tools.

**Timeline:**

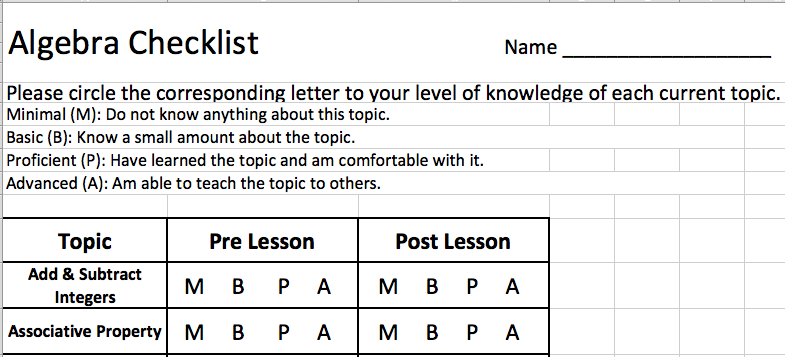
|  |  |
| --- | --- |
| **When?** | **What?** |
| Before School Resumes in 2010 | BrainPOP subscription attained |
| Before School Resumes in 2010 | BrainPOP Username and Password shared with all teachers |
| Before School Resumes in 2010 | BrainPOP staff training   1. BrainPOP How TO 2. BrainPOP Uses 3. BrainPOP Research 4. BrainPOP’s Offerings |
| 1st & 2nd Quarters of 2010-2011 School Year | BrainPOP Videos will be shared with students. |
| 1st & 2nd Quarters of 2010-2011 School Year | BrainPOP Quizzes will be administered and recorded for future reference. |
| 1st & 2nd Quarters of 2010-2011 School Year | Teachers will adjust lessons according to results on BrainPOP Quizzes |
| 1st & 2nd Quarters of 2010-2011 School Year | Students will retake quizzes to show growth of knowledge. |
| 2nd Quarter of 2010-2011 School Year  &  2nd Quarter of 2011-2012 School Year | 75% of Tremper High School students will be proficient and/or advanced on the WKCE Mathematics Test. |

Evaluation:

To confirm that the goals and the objectives have been met, the classroom teachers of this grant will use both formative and summative assessments to collect data on the effectiveness of BrainPOP.

The classroom teachers will give each student the checklist below before viewing and learning about the material in the BrainPOP Video. Students will fill out their level of knowledge on the current specific topic. The checklist will be recorded on the “Record Sheet” given below and maintained for later use. Then students will watch the BrainPOP Video that coincides with the specific topic. After the video, the students will take the BrainPOP Quiz. Each student’s quiz scores will be recorded on the “Record Sheet” given below. At this point, BrainPOP is being used to introduce the new material to the students. Also, BrainPOP aids in connecting the material with real-world applications, which is imperative for students to visualize.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Record Sheet | | | | | | | | |
|  | Add & Subtract Integers | | | | Associative Property | | | |
| Students | Pre Lesson Video Quiz | Post Lesson Video Quiz | Pre Knowledge Level | Post Knowledge Level | Pre Lesson Video Quiz | Post Lesson Video Quiz | Pre Knowledge Level | Post Knowledge Level |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |



The next step in the process is to teach the material to the students. This step in the process includes, but is not limited to Promethean Board Lessons, note taking guides, guided practice, homework, and exit cards. The preceding items are already in use at Kenosha Tremper High School. Also, throughout the freshmen and sophomore years, students are given WKCE Test Prep questions to aid in the advancement of test scores.

Throughout the learning process of the material, teachers will be assessing students using the practice piece, which comes in many different forms. Practice will include group work, guided practice, and homework. All of these different methods will be assessed as previously done by the classroom teachers. After the material has been taught and practiced, students will then fill in as much of the vocabulary form from the specific topic before they watch the corresponding BrainPOP video again. This vocabulary list is another tool that BrainPOP offers to its’ subscribers. When the students fill-in the vocabulary sheet for the first time, they will be asked to use a red pen so the classroom teachers can differentiate between pre and post video. While the students are watching the video, they will be asked to listen for key vocabulary terms that “Tim” and “Moby” talk about. After the video, students will be asked to use another color pen or pencil to fill-in any additional vocabulary they learned from the BrainPOP video. They will be used to gain a better understanding of how helpful BrainPOP is in furthering vocabulary. Next students will be asked to turn in their vocabulary sheets. After the vocabulary sheets are turned in, then the students will take the corresponding BrainPOP Quiz again. The results will be recorded on the “Record Sheet”. Finally, students will be handed their “Algebra Checklist” sheets to fill-in their level of knowledge for the specific topic covered.

After each topic, the classroom teachers of this grant will meet to share their findings of student progress. The classroom teachers will also collaborate on ways to improve the process for further topics. In addition to the in-class data, further examination will be done on the WKCE Test scores to show growth of Tremper High School in comparison to other high schools in Kenosha Unified District as well as on a state level. However, this can only be completed once a year due to the timing of the test as well as the dissemination of state test scores.

At the close of the semester, students will be asked to share their comments and concerns on *SurveyMoney*. The following url is where the survey can be found and completed by the students. <http://www.surveymonkey.com/s/2QCB5XK> This survey was designed to help the classroom teachers make better use of BrainPOP in the following semesters. This type of reflection from the students is imperative in making this program a success for semesters and years to follow.

Dissemination:

During the program the data from each topic will be shared first and foremost with each classroom teacher of this grant. The classroom teachers will be meeting weekly to share their findings and consider possible modifications in the program. Also during this meeting time, data will be compiled as a whole group for further dissemination. At the end of the semester and the end of the school year, the data collected will be shared with all math colleagues at Tremper High School as well as in the district. Kenosha Unified School District has monthly meetings for each discipline, so this will be a great venue to share the data as a whole group. WKCE test scores will also be shared district wide when they become available by the state. All of the above information will also be shared with parents and their children, the grantor, and the student development department of Kenosha Unified School District. To disseminate this information, the classroom teacher’s preparation time will be used to make a presentation of the data to share with all. Findings will be shared with parents at conference time as well as through news articles in the Kenosha Newspaper.

This research and data is important to the improvement of student learning in the classroom. Also the data is important to show how the use of multimedia in the classroom, such as BrainPOP, is useful and effective for student progress. For Kenosha Tremper High School, research is needed in this manner to aid in the advancement of the use of technology in the classroom.

Budget:

The Wells Fargo Corporate Giving asks for the following:

Please provide a description of the use of funds requested and specific dollar amount.

Please provide total project budget for which funds are being requested.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ITEM | Cost Per Year | | Quantity | Total |
| BrainPOP Subscription | $995.00/year | | 2 year | $1990 |
|  | | Discount 10% (2 year subscription) | | - $199.00 |

Total Budget Project Costs $1791.00

BrainPOP offers a discount for multiple year subscriptions so this is why there is a 10% deduction from the total cost. With this subscription all teachers and students of Tremper High School will have the following:

* Student Access: School hours (7am – 5:30pm local time)
* Free Resources on BrainPOP Educators
* 24-Hour access for teachers only

BrainPOP offers many tools that allow teachers to reach many different learners’ needs which makes this budget very cost effective. Students and teachers will have access as a whole class as well as on their own to provide many different learning opportunities.

Sustainability:

Tremper High School will support the extension of the project by renewing the subscription based on teacher use and need. The renewal of the subscription will be reviewed each year centered around the data collected from test scores on the WKCE state test. The funding to continue the project will come from the Library Media Specialist for Tremper High School as well as the Technology Specialist. By the time the grant has expired, the two specialists will have set aside funds for the continuance of the project.

Required Documents

Board of Education:

Mary Snyder President

Jo Ann Taube Vice President

Carl Bryan Treasurer

Gilbert Ostman Clerk

David Gallo Member

Pam Stevens Member

Rebecca Stevens Member

Operating Budget:



List Contributors:

Not Applicable

501C3 Letter:

Attached

Federal Tax ID Number:

Attached

Most Recent Audited Financial Statement:

Attached

References:

Farwell, Terry. "Visual, Auditory, Kinesthetic Learners."

*FamilyEducation*. FamilyEducation, n.d. Web. 30 June 2011. <school.familyeducation.com/intelligence/teaching-methods/38519.html>.

"George Nelson Tremper High School - Kenosha, WI." *George Nelson*

*Tremper High School - Kenosha, WI*. N.p., n.d. Web. 30 June 2011. <http://tremper.kusd.edu/about/vision.html>.

Research, SEG. "Understanding Multimedia Learning: Integrating

multimedia in the K-12 classroom." *SEG Research* 1 (2008): n. pag. *BrainPOP Research*. Web. 30 June 2011

Research, SEG. "A Study of the Effectiveness of BrainPOP." *SEG*

*Research* 1 (2009): n. pag. *BrainPOP Research*. Web. 30 June 2011

"Wisconsin Information Network for Successful Schools - WINSS home

page." *Wisconsin Department of Public Instruction Homepage*. N.p., n.d. Web. 30 June 2011. <http://dpi.state.wi.us/sig/index.html>.